

## **Teacher Work Sample Portfolio**

### **Purpose and Brief Description**

The Teacher Work Sample Portfolio is documentation of teaching a unit to a group of students, loosely based on the Teacher Work Sample Methodology from Western Oregon University. The TWS Portfolio is intended to show the impact of the university student (teacher candidate) on the learning of students taught by indicating the level of knowledge or skills the students possess before the unit and the level of knowledge or skills after the unit has been taught.

The unit must be sequenced set of at least five (5) daily lessons addressing one or more goals from the North Carolina Standard Course of Study appropriate for the grade level and subject where the teacher candidate is assigned. The teacher candidate should prepare a unit of learning, teach the unit including pre- and post testing students, and reflect on the unit.

The TWS Portfolio should be completed during the student teaching semester (or the second semester of the internship). The complete portfolio must be submitted to the university supervisor no later than four weeks before the last exam day of the semester. The university supervisor will share an evaluation of the portfolio and provide a written copy of the evaluation to the teacher candidate.

## TWS Portfolio Components

The TWS Portfolio required components are (1) description of the context, (2) goals, (3) rationale, (4) lesson plans, (5) pre- and posttests, (6) assessment analysis, (7) reflective essay, and (8) unique learner activity. Each component is described below.

### Description of Context (Required)

This section must include the following information:

- Number of students
- Grade level of students
- Other student characteristics (see worksheet)
- Time available daily to teach
- Other conditions that affect learning environment such as space and materials (specify)

Candidates must include the worksheet below with a narrative description of the context.

# Component 1

## Description of Context (worksheet)

Intern \_\_\_\_\_

Term/Year \_\_\_\_\_

Supervising Teacher \_\_\_\_\_

School/System \_\_\_\_\_

Subject(s): \_\_\_\_\_ Minutes for Teaching: \_\_\_\_\_

Number of Students: \_\_\_\_\_ Grade Level \_\_\_\_\_ Ages: \_\_\_\_\_

Put number of students in class who match description:

Males \_\_\_\_\_ Females \_\_\_\_\_ White \_\_\_\_\_ Hispanic \_\_\_\_\_

African-American \_\_\_\_\_ Native American \_\_\_\_\_ Asian \_\_\_\_\_

Other \_\_\_\_\_ English as a Second Language \_\_\_\_\_

Students with IEP \_\_\_\_\_ Academically Gifted \_\_\_\_\_

Free/reduced lunch \_\_\_\_\_

Describe any other characteristics of the students or the working environment that may influence teaching and learning in a narrative and elaborate on any of the items above.

## Goals (Required)

The NC Standard Course of Study goals addressed by the teaching unit must be identified by number and description. The latest version of the Standard Course of Study is available at <http://www.dpi.state.nc.us/curriculum/>

## Rationale (Required)

In no more than 250 words, the teacher candidate should explain why the unit was selected and how it is relevant to the students to be taught. Explain why the particular method(s) of teaching (e.g., individualized, cooperative learning, project, etc.) was selected and how it relates to the content and the students to be taught.

## Daily Lesson Plans (Required)

The format of daily lesson plans is determined by the specific program. Daily lesson plans must require a minimum of the following:

1. Objective(s) stating what students will do (or be able to do) at the end of the lesson. Why is the lesson to be taught? For example, “The students will identify and describe primary colors,” “The students will solve 2 step math problems using whole numbers,” or “The students will write a five paragraph persuasive essay of 250-500 words with the following parts ....” The program may specify the format of objectives and required components.
2. List of materials to be used including those teacher needs and those students need.
3. Procedures to be followed for the lesson. Programs will determine format and specificity.
4. Assessment method indicating how student progress will be determined.
5. Student work or evidence from each lesson taught representative of various levels of achievement.

### Pre- and Posttest (Required)

The unit must have a pretest and posttest developed by the teacher candidate intended to specifically measure the goals of the unit. The tests are not required to be paper-and-pencil, but they must be measurable and quantifiable so that they yield a number such as number of items correct, percent correct, or a number on a rating scale.

Both the pretest and posttest must measure the goal(s) of the unit. The posttest is not required to be the same test as the pretest but it could be. For example, a math calculation test could have the same type and number of items on the pretest and posttest, but different actual items. A prompt for a writing essay could be different on the pretest and posttest, yet still measure the same skill. Multiple choice items could measure the same objective but be different items. However, a test intended to measure proper tennis serve, groundstrokes, and volley technique could be the same for the pretest and posttest.

The pre- and posttest must include the following:

1. Goal(s)/Objective(s)
2. Test items (if appropriate)
3. Directions for administering
4. Directions for scoring
5. Materials – They must be included or explicitly described
6. Student work samples representing various levels of achievement

### Assessment Analysis (Required)

A chart and a narrative of no more than 500 words are required. The chart must list all the students and their individual scores on the pretest and posttest. Additional tables or data are optional. The narrative must analyze the scores presented in the chart. It should address pretest scores, posttest scores, and gains or losses. It should address differential results for students taught with explanations for their performance.

Sample Chart

Student	Pretest Score	Posttest Score
John	60%	95%
Juanita	55%	92%
Jenna	35%	94%
Casey	70%	100%
Olga	60%	75%
Average	56%	91%

### Reflective Essay (Required)

A reflective essay of no less than 500 words should address all components of the unit and the TWS Portfolio. The teacher candidate should reflect on the teaching of the unit and describe what was learned by the students and the teacher. The essay should reflect on the experience. Sample questions that might be addressed include the following.

- Was the goal developmentally appropriate for the students? Why or why not?
- Could the students' knowledge or skills have been assessed more authentically or with more variety? How?
- Was the time spent teaching the lessons adequate given the level of the tasks and the students' beginning performance level?
- Should the methods used to teach have been different, more varied, or more consistent?
- Did the students have choices in any part of the unit?
- Did the unit help them to develop academically and in other ways (e.g., socially, creatively, morally)?
- What should be changed if the unit were to be taught again?
- What did the teacher learn from teaching this unit?

A directed reflection guide is included to assist you with the Reflective Essay.

## Unique Learner Activity (Required)

In the context of the unit developed for the Teacher Work Sample, this activity is designed to focus on the needs of an individual learner with unique learner needs such as differing physical, social, emotional, cultural, and/or intellectual characteristics which may affect learning. The candidate is expected to demonstrate the ability to:

- Assess unique learner needs
- Adjust instruction to meet these needs
- Create partnerships to support the unique learner
- Foster a community that respects the unique learner needs

Required evidence includes:

- Selected unique student's work for the Teacher Work Sample unit
- Selected unique student's pre- and posttest data
- Reflection of less than 500 words

A Directed Reflection guide is provided to assist with this activity.

## Directed Reflection Guide Sheet for Reflective Essay

**Describe:** Describe the circumstances, situations, or issues related to the evidence or artifacts.

1. Did the school have appropriate resources/materials for this unit? What materials/resources/services did you incorporate? Include any media tools you incorporated.
2. What kinds of multiple teaching strategies did you choose to incorporate in your lesson?
3. What strategies did you use to assess student learning?

**Analyze:** Analyze how the evidence and artifacts include demonstrate relationship of your teaching practice to the standards in this activity.

1. How were the age/developmental levels of you students reflected in your lessons? Select the student work samples from one lesson and address this question.
2. How did you link your student's prior knowledge with the events and experiences of the lessons?
3. How have you taken into account gender and culture in your communication with students?

**Appraise:** Appraise the outcomes and impacts demonstrated through the evidence and/or artifacts included in this activity.

1. What did you learn about your instructional practices from the unit you taught?
2. How did the use of selected multiple teaching strategies increase your students' opportunities to engage in critical thinking and problem-solving activities?
3. What was the most effective lesson and why? Least effective, why not?
4. Which media communication tools have been the most effective in your classroom?

**Transform:** Explain how the insights gained from reflection guided the transformation of your teaching practice.

1. If you teach this unit again, what instructional and assessment techniques will you change and why?

## Directed Reflection Guide Sheet for Unique Learner Activity

Answer each question as completely as possible. Remember that some of the questions refer to the TWSP lesson plans.

Select:

1. Which student did you select?
2. Why did you select this student?

Describe: Describe the circumstances, situations, and issues related to the evidence or artifacts:

1. What are the characteristics of the unique learner you have selected?
2. Describe the steps you took to assess the needs of the student.
3. What partnerships did you establish with the parents/guardians of your student to support your work with the student?
4. How did you obtain information about the experiences, learning behaviors, needs, and progress of the student?

Analyze: Analyze how the evidence and artifacts included demonstrate the relationship of your teaching practice to the standards in this activity.

1. How did assessment of the characteristics and needs of the student you selected for study change your planning, instruction, and interaction with the student?
2. As you implemented your lesson plans, what adjustments did you make to accommodate the learning differences or needs of the selected student? Refer to student work sample.
3. How did you select and incorporate special resources or services for your selected student?

Appraise: Appraise the outcomes and impacts demonstrated through the evidence and/or artifacts included in this activity.

1. What interventions/interactions with your student were most and least productive in improving student learning?
2. What sources of information were most helpful to you in meeting the unique needs of the student?
3. Was the student successful this year? How do you know?
4. What benefits have come from the partnerships you established with parents/guardians and others in the school community?

Transform: Explain how the insights gained from reflection guided the transformation of your teaching practice.

1. What did you learn about the diverse nature and needs of students?

Based on your experiences, what strategies will you use in your future teaching to meet the needs of diverse learners?

## Teacher Work Sample Portfolio Overview of Required Components

1. Description of Context
  - Information about students
  - Information about working conditions
  - A form is provided: no narrative necessary
  - This component is required, but not evaluated
2. Goals
  - State goal(s) for teaching unit
  - Identify the corresponding NC-SCOS goals by number and description
3. Rationale
  - State why unit was selected
  - State relevance of unit to students
4. Lesson Plans
  - At least five (5) lesson plans are required
  - State objectives to be achieved by the end of each lesson
  - List materials to be used by teacher and by student
  - Specify procedures for instruction
  - Format and level of specificity determined by individual program
5. Pre- and Posttests
  - Candidate develops pre- and posttest to measure goals of the unit
  - Tests may be paper and pencil, or alternative assessments
  - Include directions for administering
  - Include directions for scoring
  - Include or explicitly describe materials
6. Assessment Analysis
  - Present all students' pre- and posttest scores in a table
  - Additional tables or data are optional
  - Write a narrative of no more than 500 words interpreting the results
  - Narrative should address pretest scores, posttest scores, gains or losses, and possible explanations for differential performance of students
7. Reflective Essay
  - Minimum of 500 words
  - Reflect on the teaching of the unit
  - What did the students learn?
  - What did the teacher learn
8. Unique Learner Activity
  - Sample of unique student's work
  - Pre- and posttest data for unique student
  - Reflection

**Teacher Work Sample Portfolio  
Evaluation Sheet**

**Candidate's Name:** \_\_\_\_\_ **Total Points (25)** \_\_\_\_\_

**Evaluator's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

<b>1.</b>	<b>Description of Setting</b>	<input type="checkbox"/> <b>Complete</b>	<input type="checkbox"/> <b>Incomplete</b>
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<b>2.</b>	<b>Goals</b>	<input type="checkbox"/> <b>Satisfactory</b>	<input type="checkbox"/> <b>Unsatisfactory</b>
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<b>3.</b>	<b>Rationale</b>	<input type="checkbox"/> <b>Complete</b>	<input type="checkbox"/> <b>Incomplete</b>
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For components 4-8 below, circle the appropriate number to indicate the evaluation of the candidate's work on the following scale:

1 Unacceptable    2 Improvement needed:    3 Adequate:    4 Good:    5 Outstanding

Use the accompanying worksheet to guide, but not dictate your evaluation.

4. Lesson Plans	1	2	3	4	5
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5. Pre/Post Assessment	1	2	3	4	5
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6. Assessment Analysis	1	2	3	4	5
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7. Reflective Essay	1	2	3	4	5
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8. Unique Learner Activity	1	2	3	4	5
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## Teacher Work Sample Portfolio Worksheet for Evaluating Components 4-8\*

\*To be used as a guide for evaluation

(SD = strongly disagree; D = Disagree; N = Neutral; A = Agree; SA = Strongly Agree)

### 4. Lesson Plans

Lesson plans are aligned with unit goals.	SD	D	N	A	SA
Activities are consistent with research on how pupils learn	SD	D	N	A	SA
Plans include activities that challenge all students	SD	D	N	A	SA
Activities are described systematically and in sufficient detail (including objective, list of materials, and procedures)	SD	D	N	A	SA
Plans are realistic, given time frame and other constraints	SD	D	N	A	SA
At least five lesson plans are included	SD	D	N	A	SA

### 5. Assessment

Assessments are aligned with unit goals	SD	D	N	A	SA
Assessments are developmentally appropriate	SD	D	N	A	SA
Directions and items (if applicable) are clear and understandable	SD	D	N	A	SA
Scoring procedures are appropriate and clearly described	SD	D	N	A	SA
Assessments are feasible to administer and score	SD	D	N	A	SA
Pretest and posttest are comparable to one another (i.e., they both measure the unit goals)	SD	D	N	A	SA
Steps have been taken to improve the reliability of the scoring procedures	SD	D	N	A	SA
Assessments are free of bias	SD	D	N	A	SA
Assessments are teacher-made	SD	D	N	A	SA

### 6. Assessment Analysis

Data tables are clear and provide data from all students	SD	D	N	A	SA
Narrative adds to reader's understanding of assessment results	SD	D	N	A	SA
Explanations are offered for differential performance of students	SD	D	N	A	SA
Conclusions are consistent with quantitative assessment results	SD	D	N	A	SA
Assessment results are interpreted in light of the goals of the unit	SD	D	N	A	SA
Narrative provides a useful summary of student learning	SD	D	N	A	SA
Narrative is less than 500 words	SD	D	N	A	SA

### 7. Reflective Essay

Essay goes beyond mere reporting of facts	SD	D	N	A	SA
The author demonstrates the ability to critically evaluate the strengths and weaknesses of his/her own approach	SD	D	N	A	SA
A variety of factors, findings, and/or perspectives are integrated in reflecting on the unit	SD	D	N	A	SA
Essay is at least 500 words		D		A	

## 8. Unique Learner Activity

Activity includes appropriate sample of work from unique learner	SD	D	N	A	SA
Activity includes unique learner's pre- and posttest date	SD	D	N	A	SA
Reflection is less than 500 words		D		A	
Activity explains rationale for choosing unique learner	SD	D	N	A	SA
Reflection describes adaptations made for unique learner	SD	D	N	A	SA